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ABSTRACT

Competencies are specified for each of six roles of personnel in reading education: instructing students in developmental reading, including reading in the content fields; instructing students in remedial reading; providing reading consultant service to school personnel; organizing, managing, budgeting, and developing community support for the reading program; assisting college students in improving their reading and study skills; and preparing classroom teachers and reading specialists for reading education. General competencies needed by all reading educators are listed, as well as specific competencies needed by persons in each role. (Author/AA)

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# Recommended Standards for Professional Preparation in Reading Education 1976 Edition

These standards were developed by a joint committee representing the New England Reading Association and the New England Consortium for the Right to Read and approved by both boards.

September 1976

CS 003 077

This document specifies competencies needed for each of six important roles of personnel in reading education:

1) instructing students in developmental reading, including reading in the content fields;
2) instructing students in corrective/remedial reading;
3) providing reading consultant service to school personnel;
4) organizing, managing, budgeting and developing community support for the reading program;
5) assisting college students in improving their reading/study skills; and
6) preparing classroom teachers and reading specialists for reading education.

Traditionally, personnel assigned to these roles have been given a variety of position designations. Some common position titles associated with each role are given below:

Role 1: third grade teacher, science teacher, industrial arts teacher
Role 2: special teacher of reading, remedial reading teacher, reading clinician
Role 3: reading consultant
Role 4: reading director, reading supervisor, reading coordinator
Role 5: college reading teacher, college reading improvement teacher
Role 6: college professor of reading

The selection of titles listed above represents only a portion of those associated with each role. It is also noted that all of these are used inconsistently, often associated with different role responsibilities. In many instances, moreover, one person is assigned two or more roles. In summary, there is ample evidence that job titles do not describe roles. This situation points up the importance of relating competencies to the role or roles assigned rather than to a job title, if the competencies are to be relevant to the work reading personnel are expected to do. *Therefore, the position of this document is that each person in reading education, regardless of job title, must have the competencies for all roles assigned.* Only so can effective implementation of each role be assured.

The list of competencies that follows is intended to provide the basis for:

- certification of reading personnel
- development of college programs in reading education and approval of these programs
- assessment of qualifications of persons seeking employment in any phase of the reading program
- evaluation of teacher/specialist performance

Those state certification agencies and those colleges and universities whose programs are based on competency statements should have no difficulty in using these standards. Those agencies and institutions whose programs are based on course titles and credit hours may be guided by the following recommendations:

Role 1: courses that deal with developmental reading instruction, approaches to beginning reading *or* reading in the content fields, and children's *or* young adult literature.

Role 2: courses that deal with developmental reading instruction, diagnosis of reading difficulties, techniques of remedial reading instruction and a practicum in remedial instruction. In addition, at least one year's experience* in teaching developmental reading in the regular classroom.

Role 3: courses that deal with developmental reading instruction, approaches to beginning reading, reading in the content fields, children's *or* young adult literature, diagnosis of reading difficulties, techniques of remedial reading instruction, measurement, research in reading, leadership for instructional change *or* a practicum in consulting. In addition, at least one year's experience* in teaching developmental reading and at least one year's experience* in teaching remedial reading.

Role 4: courses that deal with developmental reading instruction, approaches to beginning reading, reading in the content fields, children's *or* young adult literature, measurement, research in reading, curriculum development, techniques for planning and presenting public information, leadership for instructional change *or* a practicum in management/consulting. In addition, at least one year's experience* each in teaching developmental and remedial reading and a practicum.

Role 5: courses that deal with developmental reading instruction, diagnosis of reading difficulties, and techniques of remedial reading instruction. In addition, at least one year's experience* in teaching developmental reading and either one year's experience* of a practicum in remedial reading instruction, both practicum and experience geared to secondary school or college students.

Role 6: a doctorate in reading education including preparation and experience appropriate to the courses they teach.

## COMPETENCIES

**General competencies needed by all reading educators.** Almost all competencies are common to more than one role. The following ten attitudes and beliefs, three knowledge items and three skills are common to all six roles:

Persons in any of the six roles should:

1. have a positive attitude toward the ability (present and potential) of teachers, administrators, and support-personnel to teach students to read and toward the students' ability to learn to read.

*One year is minimal; three years is more desirable.

2. be committed to superior reading instruction as a top priority in the educational system.
3. be committed to the concept of mastery learning of essential skills with all its implications for individualization of instruction.
4. believe that a reading program must strongly foster pleasure in the reading act as well as skill mastery.
5. believe that problems with the reading program are solved by people, not materials.
6. be willing to take the necessary steps to insure that their professional growth keeps abreast of accelerating social and educational change.
7. regard diagnosis as an ongoing process, not a one-time activity.
8. believe that programs must adjust to learner needs rather than that students should be fitted into an adopted program.
9. believe the community wants its young people to learn to read well.
10. believe in the potential of research to improve reading instruction.

They should know:

1. the scope and sequence of skills in a comprehensive reading program.
2. multiple techniques (including but not restricted to commercially available instruments) for determining the reading competencies and needs of students.
3. materials and techniques designed for all aspects of reading instruction for which they are responsible: for example, the strengths and weaknesses of the major approaches to beginning reading: experience, analytic-phonic, synthetic-phonic, linguistic, self-selection.

They should be able to:

1. develop and/or select specific objectives for reading instruction.
2. in language understandable to non-reading specialists, translate diagnostic information into individual and/or group prescriptions with specific goals and communicate this information to administrators, parents, teachers, and the student.
3. organize groups, students and/or teachers, to provide the most efficient utilization of time available for reading instruction.

**Specific competencies needed by persons in each role.** The following competencies are needed by persons in:

Role 1 — *instructing students in developmental reading, including reading in the content fields.* In addition to the competencies which should be common to all reading personnel, persons in Role 1 should possess the follow-

ing attitudes and beliefs, knowledge and skills.
They should:

1. have empathy for the reading-handicapped learner and his sensitivity to other persons' reactions to his deficiencies.
2. believe that teachers, administrators, support-personnel, parents and other adults are as much individuals as are students and that working with them requires differing approaches.
3. have respect for the economic, sociological, cultural, and linguistic differences within the community.
4. recognize and expect to work within the financial capabilities of the community to provide a quality reading program.

They should know:

1. patterns of child growth and development and their relation to reading instruction.

They should be able to:

1. administer and interpret a variety of diagnostic instruments, including an individual reading inventory and a reading attitude/interest measure.
2. refer students for further evaluation when signs of impaired hearing and/or vision, malnutrition, speech impairment, negative emotional factors, etc., are observed
3. help students develop standard oral language patterns plus a foundation of common experiential concepts and vocabulary necessary for reading instruction.
4. plan lessons which will anticipate and deal with vocabulary and/or comprehension difficulties students may have with any given piece of content material they are expected to read.
5. create criterion-referenced tests for specific purposes.
6. use effectively a variety of instructional techniques, including the directed reading activity and questioning strategies designed to help students develop skills ranging from basic recall to high-level interpretive, critical, and creative reading.
7. adjust instruction to the learning modalities of students.
8. adapt instruction to overcome such problems as lack of attention, hypertension, poor motor coordination, memory weakness, bilingualism.
9. create a classroom climate that stimulates the desire to learn to read and to engage in reading.
10. develop purposeful communication between classroom teachers and the remedial/corrective teacher for the benefit of the student.

11. counsel students with reading deficiencies and encourage them to elect reading/study instruction or receive assigned instruction.
12. integrate language arts activities to extend achievement and interest in all phases of language.
13. assist parents in fostering readiness for reading and personal reading habits.

Role 2 — *instructing students in corrective/remedial reading.* In addition to the competencies which should be common to all reading personnel, persons in Role 2 should possess the following attitudes and beliefs, knowledge and skills.

They should:

1. have empathy for the reading-handicapped learner and his sensitivity to other persons' reactions to his deficiencies.
2. believe that teachers, administrators, support-personnel, parents and other adults are as much individuals as are students and that working with them requires differing approaches.
3. have respect for the economic, sociological, cultural, and linguistic differences within the community.
4. recognize and expect to work within the financial capabilities of the community to provide a quality reading program.

They should know:

1. patterns of child growth and development and their relation to reading instruction.
2. the causes of reading disability: physical, psychological, linguistic, educational, socio-economic, emotional.

They should be able to:

1. administer and interpret a variety of diagnostic instruments, including an individual reading inventory and a reading attitude/interest measure.
2. interpret, in terms of planning reading instruction, the profile of either a Binet or a Wechsler.
3. refer students for further evaluation when signs of impaired hearing and/or vision, malnutrition, speech impairment, negative emotional factors, etc., are observed.
4. create criterion-referenced tests for specific purposes.
5. help students develop standard oral language patterns plus a foundation of common experiential concepts and vocabulary necessary for reading instruction.
6. plan lessons which will anticipate and deal with vocabulary and/or comprehension difficulties stu-

dents may have with any given piece of content material they are expected to read.

7. administer and interpret a screening test designed to identify for further diagnosis a student whose problem may be primarily a perceptual handicap.
8. use effectively a variety of instructional techniques including the directed reading activity and questioning strategies designed to help students develop skills ranging from basic recall to high-level interpretive, critical, and creative reading.
9. adjust instruction to the learning modalities of students.
10. adapt instruction to overcome such problems as lack of attention, hypertension, poor motor coordination, memory weakness, bilingualism.
11. create a classroom climate that stimulates the desire to learn to read and to engage in reading.
12. develop purposeful communication between classroom teachers and the remedial/corective teacher for the benefit of the student.
13. cooperate with content area teachers to adjust reading materials and procedures in the classroom so that the handicapped reader will be able to cope.
14. counsel students with reading deficiencies and encourage them to elect reading/study instruction or receive assigned instruction.
15. integrate language arts activities to extend achievement and interest in all phases of language.
16. assist parents in fostering readiness for reading and personal reading habits.

Role 3 — *providing reading consultant service to school personnel.* In addition to the competencies which should be common to all reading personnel, persons in Role 3 should have the following attitudes and beliefs, knowledge and skills.

They should:

1. be convinced of the importance of involving administrators, teachers, parents, students, and the general public in the planning and development of a viable program.
2. have empathy for the reading-handicapped learner and his sensitivity to other persons' reactions to his deficiencies.
3. believe that teachers, administrators, support-personnel, parents and other adults are as much individuals as are students and that working with them requires differing approaches.
4. appreciate the concerns of content area teachers regarding their subject matter.
5. have respect for the economic, sociological, cultural, and linguistic differences within the community.

6. recognize and expect to work within the financial capabilities of the community to provide a quality reading program.
7. be tolerant of approaches to reading instruction other than those they would themselves choose to use.
8. believe that supervised experience in actual teaching is at least as important as theoretical instruction in the college classroom.

They should know:

1. patterns of child growth and development and their relation to reading instruction.
2. the causes of reading disability: physical, psychological, linguistic, educational, socio-economic, emotional.
3. components of the curriculum revision process.
4. multiple techniques for determining teachers' competencies and needs in reading instruction as a basis for planning and implementing inservice programs and services.
5. criteria for determining the strengths and weaknesses of personnel in various positions in the reading program.
6. professional resources of all types: literature, organizations, individuals, innovative programs.
7. places where outstanding aspects of reading programs exist and may be observed.
8. principles for achieving leadership in instructional change.

They should be able to:

1. administer and interpret a variety of diagnostic instruments, including an individual reading inventory and a reading attitude/interest measure.
2. interpret, in terms of planning reading instruction, the profile of either a Binet or a Wechsler.
3. refer students for further evaluation when signs of impaired hearing and/or vision, malnutrition, speech impairment, negative emotional factors. etc., are observed.
4. create criterion-referenced tests for specific perposes.
5. administer and interpret a screening test designed to identify for further diagnosis a student whose problem may be primarily a perceptual handicap.
6. use effectively a variety of instructional techniques including the directed reading activity and questioning strategies designed to help students develop skills ranging from basic recall to high-level interpretive, critical, and creative reading.
7. adjust instruction to the learning modalities of students.

8. adapt instruction to overcome such problems as lack of attention, hypertension, poor motor coordination, memory weakness, bilingualism.
9. create a classroom climate that stimulates the desire to learn to read and to engage in reading.
10. develop purposeful communication between classroom teachers and the remedial/corrective teacher for the benefit of the student.
11. cooperate with content area teachers to adjust reading materials and procedures in the classroom so that the handicapped reader will be able to cope.
12. help students develop standard oral language patterns plus a foundation of common experiential concepts and vocabulary necessary for reading instruction.
13. plan lessons which will anticipate and deal with vocabulary and/or comprehension difficulties students may have with any given piece of content material they are expected to read.
14. demonstrate techniques of reading instruction with students in actual learning situations as well as describe and recommend them.
15. foster self-confidence among teachers.
16. conduct many types of preservice and inservice activities with attention to the individual differences in background, ability, personality, goals and expectations of the persons involved, and with appropriate and varied procedures: lecture, videotaping, assigned reading, group investigations, observation.
17. help teachers develop classroom management procedures, including record-keeping and reporting procedures, which permit maximum attention to individual differences.
18. consult constructively with teachers on their observed behavior in a teaching situation.
19. integrate language arts activities to extend achievement and interest in all phases of language.
20. make professional judgments concerning the appropriate uses, given the manifest limitations, of all tests related to reading.
21. help teachers determine the reading difficulty of their instructional materials.
22. recruit, organize, and prepare volunteer tutorial and resource personnel.
23. enlist the commitment and support of administrators in the effective implementation of a reading program.
24. acquaint teachers with sources of assistance on the job: curriculum libraries, publishers' consultants, local reading consultants, other more experienced teachers, state department personnel, information retrieval sources.
25. cite significant research findings related to their area of responsibility.

Role 4 — *organizing, managing, budgeting and developing community support for a reading program.* In addition to the competencies which should be common to all reading personnel, persons in Role 4 should possess the following attitudes and beliefs, knowledge and skills.

They should:

1. be convinced of the importance of involving administrators, teachers, parents, students, and the general public in the planning and development of a viable program.
2. believe that teachers, administrators, support-personnel, parents and other adults are as much individuals as are students and that working with them requires differing approaches.
3. appreciate the concerns of content area teachers regarding their subject matter.
4. have respect for the economic, sociological, cultural, and linguistic differences within the community.
5. recognize and expect to work within the financial capabilities of the community to provide a quality reading program.
6. be tolerant of approaches to reading instruction other than those they would themselves choose to use.
7. believe that supervised experience in actual teaching is at least as important as theoretical instruction in the college classroom.

They should know:

1. patterns of child growth and development and their relation to reading instruction.
2. components of the curriculum revision process.
3. multiple techniques for determining teachers' competencies and needs in reading instruction as a basis for planning and implementing inservice programs and services.
4. criteria for determining the strengths and weaknesses of personnel in various positions in the reading program.
5. funding sources for the improvement of reading instruction.
6. professional resources of all types: literature, organizations, individuals, innovative programs.
7. requirements for certification in reading instruction.
8. places where outstanding aspects of reading programs exist and may be observed.
9. principles for achieving leadership in instructional change.
10. factors which influence public opinion and resultant community support, such as community expectations with regard to student achievement.

11. a variety of techniques and programs (study groups, library use, book ownership programs, tutorial programs) for fostering awareness of, commitment to, and involvement in reading by lay individuals and community groups.

They should be able to:

1. develop a reading program articulated through all administrative units of the system which have a reading component (Title I, LD classes, summer school, etc.) as well as all grades/levels.
2. evaluate reading staff.
3. organize and lead administrators, parents, teachers, support-personnel, and the community at large for the purpose of assessing needs, building and supporting a quality reading program.
4. foster self-confidence among teachers.
5. make professional judgments concerning the appropriate uses, given the manifest limitations, of all tests related to reading instruction.
6. work with staff in establishing the roles and responsibilities of all personnel responsible for any part of the reading program.
7. plan and implement strategies for the coordination of the work of school and community libraries.
8. recruit, organize, and prepare volunteer tutorial and resource personnel.
9. secure and organize financial and material resources from outside the local education budget, in keeping with local board of education policy.
10. enlist the commitment and support of administrators in the effective implementation of a reading program.
11. develop and manage budgets for reading instruction.
12. write proposals for federal/state funding.
13. encourage cooperation between school systems and teacher preparation institutions for improved reading instruction.
14. coordinate the work of the cooperating teachers and personnel in teacher-preparation institutions to produce quality preparation in reading instruction.
15. schedule and operate a reading education program for teachers and prospective teachers.
16. cite significant research findings related to their area of responsibility.
17. plan and direct research related to their area of responsibility.
18. establish a two-way communication process between the staff of the school system and the community in order to achieve a positive image for the reading program.
19. explain the goals and organization of the reading program in a manner suitable to the informational needs

and linguistic characteristics of any particular audience.

20. assist parents in fostering readiness for reading and personal reading habits.
21. formulate, within the general guidelines established by the board of education, a public information policy that will define the nature of information releases, publics, dissemination strategies, and evaluation processes and that include a plan for handling a crisis situation with professional and ethical integrity.

Role 5 — *Instructing college students with reading/study problems.* In addition to the competencies which should be common to all reading personnel, persons in Role 5 should possess the following attitudes and beliefs, knowledge and skills.

They should:

1. have empathy for the reading-handicapped learner and his sensitivity to other persons' reactions to his deficiencies.
2. believe that college students of proven ability in other respects can be helped to complete a college education even when they are retarded in reading/study skills.

They should know:

1. the causes of reading disability: physical, psychological, linguistic, educational socio-economic, emotional.

They should be able to:

1. administer and interpret a variety of diagnostic instruments, including an individual reading inventory and a reading attitude/interest measure.
2. refer students for further evaluation when signs of impaired hearing and/or vision, malnutrition, speech impairment, negative emotional factors, etc., are observed.
3. create criterion-referenced tests for specific purposes.
4. use effectively a variety of instructional techniques including the directed reading lesson and questioning strategies designed to help students develop skills ranging from basic recall to high-level interpretive, critical, and creative reading.
5. adjust instruction to the learning modalities of students.
6. adapt instruction to overcome such problems as lack of attention, hypertension, poor motor coordination, memory weakness, bilingualism.
7. create a classroom climate that stimulates the desire to learn to read and to engage in reading.

8. cooperate with content area teachers to adjust reading materials and procedures in the classroom so that the handicapped reader will be able to cope.
9. counsel students with reading deficiencies and encourage them to elect reading/study instruction or receive assigned instruction.
10. integrate language arts activities to extend achievement and interest in all phases of language.

Role 6 — *instructing classroom teachers and reading educators.* In addition to the competencies which should be common to all reading personnel, persons in Role 6 should possess the following attitudes and beliefs, knowledge and skills.

They should:

1. be convinced of the importance of involving administrators, teachers, parents, students, and the general public in the planning and development of a viable program.
2. have empathy for the reading-handicapped learner and his sensitivity to other persons' reactions to his deficiencies.
3. believe that teachers, administrators, support-personnel, parents and other adults are as much individuals as are students and that working with them requires differing approaches.
4. appreciate the concerns of content area teachers regarding their subject matter.
5. have respect for the economic, sociological, cultural, and linguistic differences within a community.
6. be willing to counsel honestly with college students in education courses whose personality and/or ability precludes the likelihood of their success as teachers of reading.
7. be tolerant of approaches to reading instruction other than those they would themselves choose to use.
8. believe that supervised experience in actual teaching is at least as important as theoretical instruction in the college classroom.

They should know:

1. patterns of child growth and development and their relation to reading instruction.
2. the causes of reading disability: physical, psychological, linguistic, educational, socio-economic, emotional.
3. components of the curriculum revision process.
4. multiple techniques for determining teachers' competencies and needs in reading instruction as a basis for planning and implementing inservice programs and services.

5. criteria for determining the strengths and weaknesses of personnel in various positions in the reading program.
6. funding sources for the improvement of reading instruction.
7. factors which influence public opinion and resultant community support, such as community expectations with regard to student achievement.
8. a variety of techniques and programs (study groups, library use, book ownership programs, tutorial programs) for fostering awareness of, commitment to, and involvement in reading by lay individuals and community groups.
9. professional resources of all types: literature, organizations, individuals, innovative programs.
10. requirements for certification in reading instruction.
11. places where outstanding aspects of reading programs exist and may be observed.
12. principles for achieving leadership in instructional change.

They should be able to:

1. administer and interpret a variety of diagnostic instruments, including an individual reading inventory and a reading attitude/interest measure.
2. interpret, in terms of planning reading instruction, the profile of either a Binet or a Wechsler.
3. refer students for further evaluation when signs of impaired hearing and/or vision, malnutrition, speech impairment, negative emotional factors, etc., are observed.
4. create criterion-referenced tests for specific purposes.
5. administer and interpret a screening test designed to identify for further diagnosis a student whose problem may be primarily a perceptual handicap.
6. use effectively a variety of instructional techniques including the directed reading lesson and questioning strategies designed to help students develop skills ranging from basic recall to high-level interpretive, critical, and creative reading.
7. adjust instruction to the learning modalities of students.
8. adapt instruction to overcome such problems as lack of attention, hypertension, poor motor coordination, memory weakness, bilingualism.
9. create a classroom climate that stimulates the desire to learn to read and to engage in reading.
10. develop purposeful communication between classroom teachers and the remedial/corrective teacher for the benefit of the student.
11. cooperate with content area teachers to adjust read-

ing materials and procedures in the classroom so that the handicapped reader will be able to cope.

12. counsel students with reading deficiencies and encourage them to elect reading/study instruction or receive assigned instruction.
13. help students develop standard oral language patterns plus a foundation of common experiential concepts and vocabulary necessary for reading instruction.
14. plan lessons which will anticipate and deal with vocabulary and/or comprehension difficulties students may have with any given piece of content material they are expected to read.
15. develop a reading program articulated through all administrative units of the system which have a reading component (Title I, LD classes, summer school, etc.) as well as all grades/levels.
16. evaluate reading staff.
17. organize and lead administrators, parents, teachers, support-personnel, and the community at large for the purpose of assessing needs, building and supporting a quality reading program.
18. establish a two-way communication process between the staff of the school system and the community in order to achieve a positive image for the reading program.
19. demonstrate techniques of reading instruction with students in actual learning situations as well as describe and recommend them.
20. foster self-confidence among teachers.
21. conduct many types of preservice and inservice activities with attention to the individual differences in background, ability, personality, goals and expectations of the person involved, and with appropriate and varied procedures: lecture, videotaping, assigned reading, group investigations, observation.
22. help teachers develop classroom management procedures, including record-keeping and reporting procedures, which permit maximum attention to individual differences.
23. consult constructively with teachers on their observed behavior in a teaching situation.
24. integrate language arts activities to extend achievement and interest in all phases of language.
25. make professional judgments concerning the appropriate uses, given the manifest limitations, of all tests related to reading instruction.
26. help teachers determine the reading difficulty of their instructional materials.
27. work with staff in establishing the roles and responsibilities of all personnel responsible for any part of the reading program.
28. explain the goals and organization of the reading pro-

gram in a manner suitable to the informational needs and linguistic characteristics of any particular audience.

29. assist parents in fostering readiness for reading and personal reading habits.
30. plan and implement strategies for the coordination of the work of school and community libraries.
31. recruit, organize, and prepare volunteer tutorial and resource personnel.
32. enlist the commitment and support of administrators in the effective implementation of a reading program.
33. formulate, within the general guidelines established by the board of education, a public information policy that will define the nature of informational releases, publics, dissemination strategies, and evaluation processes and that includes a plan for handling a crisis situation with professional and ethical integrity.
34. acquaint teachers with sources of assistance on the job: curriculum libraries, publishers' consultants, local reading consultants, other more experienced teachers, state department personnel, information retrieval sources.
35. develop and manage budgets for reading instruction.
36. write proposals for federal/state funding.
37. encourage cooperation between school systems and teacher-preparation institutions for improved reading instruction.
38. coordinate the work of the cooperating teachers and personnel in teacher-preparation institutions to produce quality preparation in reading instruction.
39. schedule and operate a reading education program for teachers and prospective teachers.
40. cite significant research findings related to their area of responsibility.
41. plan and direct research related to their area of responsibility.

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# RECOMMENDED STANDARDS FOR PROFESSIONAL PREPARATION IN READING EDUCATION

## NEW ENGLAND READING ASSOCIATION AND NEW ENGLAND CONSORTIUM FOR THE RIGHT TO READ

All persons in any of the six roles described at the right should possess the attitudes and beliefs, knowledge and skills as indicated on this chart.

| STANDARDS | READING ROLES: Instructing students in developmental reading including reading in the content fields (1) | Instruction students in corrective/remedial reading (2) | providing reading consultant service to school personnel (3) | organizing, managing, budgeting and developing community support for the reading program. (4) | assisting college students in improving their reading/study skills (5) | preparing classroom teachers and reading specialist for reading education (6) |
|---|---|---|---|---|---|---|
| ATTITUDES AND BELIEFS They should: | | | | | | |
| 1. be committed to superior reading instruction as a top priority in the educational system. | X | X | X | X | X | X |
| 2. be committed to the concept of mastery learning with all its implications for individualization of instruction. | X | X | X | X | X | X |
| 3. believe that a reading program must strongly foster pleasure in the reading act as well as skill mastery. | X | X | X | X | X | X |
| 4. believe that problems with the reading program are solved by people, not materials. | X | X | X | X | X | X |
| 5. regard diagnosis as an ongoing process, not a one-time activity. | X | X | X | X | X | X |
| 6. believe that programs must adjust to learner needs rather than that students should be fitted into an adopted program. | X | X | X | X | X | X |
| 7. have a positive attitude toward the ability (present and potential) of teachers, administrators, and support-personnel to teach and/or to support students in learning to read. | X | X | X | X | X | X |
| 8. believe the community wants its young people to learn to read well. | X | X | X | X | X | X |
| 9. believe in the potential of research to improve reading instruction. | X | X | X | X | X | X |
| 10. be willing to take the necessary steps to insure that their professional growth keeps abreast of accelerating social and educational change. | X | X | X | X | X | X |
| 11. have empathy for the reading-handicapped learner and his sensitivity to other persons' reactions to his deficiencies. | X | X | X | | X | X |
| 12. believe that teachers, administrators, support-personnel, parents and other adults are as much individuals as are students and that working with them requires differing approaches. | X | X | X | X | | X |
| 13. have respect for the economic, sociological, cultural, and linguistic diffprences within the community. | X | X | X | X | | X |
| 14. recognize and expect to work within the financial capabilities of the community to provide a quality reading program. | X | X | X | X | | |
| 15. be convinced of the importance of involving administrators, teachers, parents, students, and the general public in the planning and development of a viable program. | | | X | X | | X |
| 16. appreciate the concerns of content area teachers regarding their subject matter. | | | X | X | | X |
| 17. be tolerant of approaches to reading instruction other than those they would themselves choose to use. | | | X | X | | X |
| 18. believe that supervised experience in actual teaching is at least as important as theoretical instruction in the college classroom. | | | X | X | | X |
| 19. be willing to counsel honestly with college students in education courses whose personality and/or ability precludes the likelihood of their success as teachers of reading. | | | | | | X |
| 20. believe that college students of proven ability in other respects can be helped to complete a college education even when they are retarded in reading/study skills. | | | | | X | |

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| KNOWLEDGE<br>They should know: | | | | | | |
|---|---|---|---|---|---|---|
| 1. the scope and sequence of skills in a comprehensive reading program. | X | X | X | X | X | X |
| 2. multiple techniques (including but not restricted to commercially available instruments) for determining the reading competencies and needs of students. | X | X | X | X | X | X |
| 3. materials and techniques designed for all aspects of reading instruction for which they are responsible; for example, the strengths and weaknesses of the major approaches to beginning reading: experience, analytic-phonic, synthetic-phonic, linguistic, self selection. | X | X | X | X | X | X |
| 4. patterns of child growth and development and their relation to reading instruction. | X | X | X | X | | X |
| 5. the causes of reading disability: physical, psychological, linguistic, educational, socio-economic, emotional. | | X | X | | X | X |
| 6. components of the curriculum revision process. | | | X | X | | X |
| 7. multiple techniques for determining teachers' competencies and needs in reading instruction as a basis for planning and implementing inservice programs and services. | | | X | X | | X |
| 8. principles for achieving leadership in instructional change. | | | X | X | | X |
| 9. criteria for determining the strengths and weaknesses of personnel in various positions in the reading program. | | | X | X | | X |
| 10. professional resources of all types: literature, organizations, individuals, innovative programs. | | | X | X | | X |
| 11. places where outstanding aspects of reading programs exist and may be observed. | | | X | X | | X |
| 12. funding scurces for the improvement of reading instruction. | | | | X | | X |
| 13. factors which influence public opinion and resultant community support, such as community expectations with regard to student achievement. | | | | X | | X |
| 14. a variety of techniques and programs (study groups, library use, book ownership programs, tutorial programs) for fostering awareness of, commitment to, and involvement in reading by lay individuals and community groups. | | | | X | | X |
| 15. requirements for certification in reading instruction. | | | | X | | X |

| SKILLS<br>They should be able to: | | | | | | |
|---|---|---|---|---|---|---|
| 1. develop and/or select specific objectives for reading instruction. | X | X | X | X | X | X |
| 2. in language understandable to non-reading specialists, translate diagnostic information into individual and/or group prescriptions with specific goals and communicate this information to administrators, parents, teachers and the student. | X | X | X | X | X | X |
| 3. organize groups, students and/or teachers to provide the most efficient utilization of time available for reading instruction. | X | X | X | X | X | X |
| 4. administer and interpret a variety of diagnostic instruments, including an individual reading inventory and a reading attitude/interest measure. | X | X | X | | X | X |
| 5. refer students for further evaluation when signs of impaired hearing and/or vision, malnutrition, speech impairment, negative emotional factors, etc., are observed. | X | X | X | | X | X |
| 6. create criterion-referenced tests for specific purposes. | X | X | X | | X | X |
| 7. adjust instruction to the learning modalities of students. | X | X | X | | X | X |
| 8. adapt instruction to overcome such problems as lack of attention, hypertension, poor motor coordination, memory weakness, bilingualism, etc. | X | X | X | | X | X |
| 9. develop purposeful communication between classroom teachers and the remedial/corrective teacher for the benefit of the student. | X | X | X | | | X |
| 10. cooperate with content area teachers to adjust reading materials and procedures in the classroom so that the handicapped reader will be able to cope. | | X | X | | X | X |
| 11. counsel students with reading deficiencies and encourage them to elect reading/study instruction or receive assigned instruction. | X | X | | | X | X |
| 12. assist parents in fostering readiness for reading and personal reading habits. | X | X | | X | | X |
| 13. use effectively a variety of instructional techniques including the directed reading activity and questioning strategies designed to help students develop skills ranging from basic recall to high-level interpretive, critical and creative reading. | X | X | X | | X | X |
| 14. create a classroom climate that stimulates the desire to learn to read and to engage in reading. | X | X | X | | X | X |
| 15. integrate language arts activities to extend achievement and interest in all phases of language. | X | X | X | | X | X |
| 16. interpret, in terms of planning reading instruction, the profile of either a Binet or a Wechsler. | | X | X | | | X |

| | | | | | | |
|---|---|---|---|---|---|---|
| 17. administer and interpret a screening test designed to identify for further diagnosis a student whose problem may be primarily a perceptual handicap. | | X | X | | | X |
| 18. help students develop standard oral language patterns plus a foundation of common experiential concepts and vocabulary necessary for reading instruction. | X | X | X | | | X |
| 19. foster self-confidence among teachers. | | | X | X | | X |
| 20. recruit, organize, and prepare volunteer tutorial and resource personnel. | | | X | X | | X |
| 21. enlist the commitment and support of administrators in the effective implementation of a reading program. | | | X | X | | X |
| 22. cite significant research findings related to their area of responsibility. | | | X | X | | X |
| 23. plan lessons which will anticipate and deal with vocabulary and/or comprehension difficulties students may have with any given piece of content material they are expected to read. | X | X | X | | | X |
| 24. make professional judgmentc concerning the appropriate uses, given the manifest limitations, of all tests related to reading. | | | X | X | | X |
| 25. develop a reading program articulated through all administrative units of the system which have a reading component (Title I, LD classes, summer school, etc.) as well as all grades/levels. | | | | X | | X |
| 26. evaluate reading staff. | | | | X | | X |
| 27. organize and lead administrators, parents, teachers, support-personnel, and the community at large for the purpose of assessing needs, building and supporting a quality reading program. | | | | X | | X |
| 28. establish a two way communication process between the staff of the school system and the community in order to achieve a positive image for the reading program. | | | | X | | X |
| 29. demonstrate techniques of reading instruction in actual teaching situations with students as well as describe and recommend them. | | | X | | | X |
| 30. conduct many types of preservice and inservice activities with attention to the individual differences in background, ability, personality, goals and expectations of the persons involved and with appropriate and varied procedures: lecture, videotaping, assigned reading, group investigations, observations. | | | X | | | X |
| 31. help teachers develop classroom management procedures including record-keeping and reporting procedures, which permit maximum attention to individual differences. | | | X | | | X |
| 32. consult constructively with teachers on their observed behavior in a teaching situation. | | | X | | | X |
| 33. help teachers determine the reading difficulty of their instructional materials. | | | X | | | X |
| 34. work with staff in establishing the roles and responsibilities of all personnel responsible for any part of the reading program. | | | | X | | X |
| 35. explain the goals and organization of the reading program in a manner suitable to the informational needs and linguistic characteristics of any particular audience. | | | | X | | X |
| 36. plan and implement strategies for the coordination of the work of school and community libraries. | | | | X | | X |
| 37. formulate, within the general guidelines established by the board of education, a public information policy that will define the nature of informational releases, publics, dissemination strategies, and evaluation processes and that includes a plan for handling a crisis situation with professional and ethical integrity. | | | | X | | X |
| 38. acquaint teachers with sources of assistance on the job: curriculum libraries, publishers' consultants, local reading consultants, other more experienced teachers, state department personnel, information retrieval sources. | | | X | | | X |
| 39. develop and manage budgets for reading instruction. | | | | X | | X |
| 40. write proposals for federal/state funding. | | | | X | | X |
| 41. encourage cooperation between school systems and teacher-preparation institutions for improved reading instruction. | | | | X | | X |
| 42. coordinate the work of the cooperating teachers and personnel in teacher-preparation institutions to produce quality preparation in reading instruction. | | | | X | | X |
| 43. schedule and operate a reading education program for teachers and prospective teachers. | | | | X | | X |
| 44. plan and direct research related to their area of responsibility. | | | | X | | X |
| 45. secure and organize financial and material resources from outside the local education budget, in keeping with local board of education policy. | | | | X | | |